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PROGRESS MADE BY THE YOUTH RETRAINING  
(OMAT-MDS-36-64) PROJECT  
DES MOINES, IOWA, TOWARD STATED GOALS

by

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PROGRESS MADE BY THE YOUTH RETRAINING  
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A Field Report

Presented to

The Graduate Division

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by

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# TABLE OF CONTENTS

16224  
121

| CHAPTER                                   | PAGE |
|-------------------------------------------|------|
| I. INTRODUCTION . . . . .                 | 1    |
| The Problem. . . . .                      | 1    |
| Purpose and Limitation of Study . . . . . | 5    |
| Definition of Terms . . . . .             | 6    |
| Council . . . . .                         | 6    |
| Employment service . . . . .              | 6    |
| OMAT . . . . .                            | 6    |
| Program . . . . .                         | 6    |
| Project. . . . .                          | 7    |
| Project director . . . . .                | 7    |
| School . . . . .                          | 7    |
| Subjects . . . . .                        | 7    |
| Trainees . . . . .                        | 7    |
| Procedures . . . . .                      | 7    |
| II. DEVELOPMENT OF PROJECT . . . . .      | 9    |
| Organizational Structure . . . . .        | 10   |
| Operational Structure . . . . .           | 12   |
| Recruitment . . . . .                     | 12   |
| Training . . . . .                        | 13   |
| Placement . . . . .                       | 14   |

## TABLE OF CONTENTS (continued)

| CHAPTER                                                                                             | PAGE |
|-----------------------------------------------------------------------------------------------------|------|
| III. CASEWORK SERVICES . . . . .                                                                    | 16   |
| Recruitment . . . . .                                                                               | 16   |
| Casework Problems . . . . .                                                                         | 18   |
| Trainees' Social Problems . . . . .                                                                 | 20   |
| Health Programs. . . . .                                                                            | 23   |
| Casework Statistics . . . . .                                                                       | 26   |
| IV. TRAINING . . . . .                                                                              | 29   |
| Enrollment . . . . .                                                                                | 29   |
| School Problems. . . . .                                                                            | 32   |
| V. PLACEMENT SERVICES . . . . .                                                                     | 35   |
| Training Allowances. . . . .                                                                        | 35   |
| Counseling Services. . . . .                                                                        | 35   |
| Employment Referrals . . . . .                                                                      | 36   |
| Employment Service Problems . . . . .                                                               | 37   |
| VI. TRAINEE CHARACTERISTICS. . . . .                                                                | 39   |
| Age and Race . . . . .                                                                              | 39   |
| Marital Status and Children of Trainees . . . . .                                                   | 40   |
| Trainees by Academic Attainment According to Age at<br>the Time of Leaving Regular School . . . . . | 41   |
| Trainee Participation in Extra-Curricular School<br>Activities . . . . .                            | 45   |



## TABLE OF CONTENTS (continued)

| CHAPTER                                                 | PAGE |
|---------------------------------------------------------|------|
| Environmental Characteristics . . . . .                 | 46   |
| Trainees from broken homes . . . . .                    | 46   |
| Families receiving welfare services. . . . .            | 47   |
| Trainees with delinquent backgrounds. . . . .           | 48   |
| Recapitulation of Environmental Characteristics . . . . | 49   |
| VII. THE MULTI-AGENCY APPROACH . . . . .                | 51   |
| Interagency Differences. . . . .                        | 52   |
| VIII. COSTS OF PROJECT. . . . .                         | 59   |
| IX. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS. . .       | 63   |
| Summary . . . . .                                       | 64   |
| Casework services . . . . .                             | 64   |
| Recruitment. . . . .                                    | 64   |
| Casework in behalf of trainees. . . . .                 | 64   |
| Training . . . . .                                      | 65   |
| Placement services . . . . .                            | 66   |
| Characteristics of trainees . . . . .                   | 67   |
| The multi-agency approach . . . . .                     | 68   |
| Costs of project. . . . .                               | 68   |
| Conclusions . . . . .                                   | 69   |
| Recommendations . . . . .                               | 71   |
| BIBLIOGRAPHY . . . . .                                  | 74   |
| APPENDICES . . . . .                                    | 76   |

## TABLE OF CONTENTS (continued)

| CHAPTER                                                  | PAGE |
|----------------------------------------------------------|------|
| APPENDIX A. SOCIAL HISTORY INFORMATION BLANK . . . . .   | 77   |
| APPENDIX B. DENTAL STATISTICS. . . . .                   | 82   |
| APPENDIX C. PHYSICAL PROFILE AND MEDICAL FINDINGS. . . . | 84   |

# LIST OF TABLES

| TABLE                                                                                                   | PAGE |
|---------------------------------------------------------------------------------------------------------|------|
| I. Youths Contacted, Interviewed, Screened and Referred. . . .                                          | 18   |
| II. Trainees in Specific Courses, Length of Training,<br>Number and Per Cent Completing Course. . . . . | 30   |
| III. Sources of Known Placement of Trainees . . . . .                                                   | 36   |
| IV. Total Trainees Signed Up by Caseworkers According<br>to Age and Race. . . . .                       | 39   |
| V. Marital Status of Trainees by Age and the Number of<br>Children. . . . .                             | 40   |
| VI. Trainees Arranged According to Highest Grade in<br>School and Age at Sign up for Training . . . . . | 42   |
| VII. Reasons Given by Youths Who Entered Training for<br>Dropping Out of Regular School. . . . .        | 44   |

## LIST OF FIGURES

| FIGURE                                                                                                                           | PAGE |
|----------------------------------------------------------------------------------------------------------------------------------|------|
| 1. The Organizational Structure of OMAT -<br>Project MDS-36-64 . . . . .                                                         | 15   |
| 2. The Number of Trainees from Broken Homes;<br>Families Known to Welfare and Those With<br>Delinquent Backgrounds . . . . .     | 50   |
| 3. The Number of Trainees with Delinquent Back-<br>grounds Who Come from Broken Homes and<br>Families Known to Welfare . . . . . | 50   |
| 4. "Cultural Chasm" - A Comparison of Middle and<br>Lower Class Concepts . . . . .                                               | 58   |

## CHAPTER I

### INTRODUCTION

#### I. THE PROBLEM

The United States Department of Labor has estimated that between 1960 and 1970, twenty-six million youths will enter the labor force, and, of these, over five million will not have completed high school.<sup>1</sup>

The Iowa State Department of Public Instruction recently released findings that a total of 7,242 youths dropped out of Iowa's public schools from all grades (K-12) between July 1, 1963, and June 30, 1964. Compared to a total enrollment of 607,823, the drop-out rate was 1.19 per cent--not an alarming figure unless one considers the cumulative effect. Assuming that this was a typical year, and all variables remain constant, these figures would indicate that approximately 15 out of every 100 children who enroll in kindergarten will not complete the 12th grade.<sup>2</sup>

Findings released by the President's Committee on Youth

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<sup>1</sup>The Challenge of Jobless Youth, a report prepared by the President's Committee on Youth Employment (Washington: Government Printing Office, 1963), p. 2.

<sup>2</sup>Dropouts, a report prepared by the State Department of Public Instruction (Des Moines: State of Iowa, 1965), p. 8.

Employment on April 24, 1963, pointed to the following facts:

1. About one in six of all unemployed who are out of school are 16 to 21 years old, although this age group makes up only one in fourteen of the nation's labor force.

2. While the labor force will grow rapidly in the 1960's, employment needs for unskilled workers will remain about the same.

3. Unemployment among teenage Negro youths is double that of white boys and girls.

4. School dropouts suffer most from unemployment and have greater difficulty in finding work.

5. More education and training is now required. The average professional or technical worker now has more than four years of college; clerical workers have more than a high school education.<sup>1</sup>

It has often been suggested that the solution to the employment problem lies in an economy which will expand employment opportunities. However, because of the everincreasing demand for specific skills in our technical society and the rapid automation of industries, the school dropout finds it increasingly difficult to compete for employment, or to prepare himself for the competition. In an affluent nation such as the United States, the problem deserves immediate attention and remedial action on every level.

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<sup>1</sup>The Challenge of Jobless Youth, a report prepared by the President's Committee on Youth Employment (Washington: Government Printing Office, 1963), pp. 2-3.

In recognition of the growing employment problems resulting from automation, Congress passed the Manpower Development and Training Act of 1962. This legislation provided for the training and retraining of workers whose skills were obsolete or inadequate.<sup>1</sup> Subsequent amendments in 1963<sup>2</sup> and 1965<sup>3</sup> extended the eligibility requirements to include the functional illiterate who needed a basic education as well as vocational skill. Also, under these acts Congress provided for experimental and demonstration programs to explore new and unique ways to carry out the objectives of the legislation.

Locally, as the result of widespread community interest in the dropout employment problem, the Polk County Council of Social Agencies was requested to apply for Federal aid under the Manpower Act to conduct an experimental dropout training program.

In response to this urging, the Council negotiated a contract with the Office of Manpower, Automation and Training (OMAT), a

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<sup>1</sup>Manpower Development and Training Act of 1962. Statutes at Large, Vol. 79 (March 15, 1962), pp. 24-33.

<sup>2</sup>Manpower Development and Training Act of 1963. Statutes at Large, Vol. 77 (December 19, 1963), p. 442.

<sup>3</sup>Manpower Act of 1965. Statutes at Large, Vol. 79 (April 26, 1965), p. 75.

division of the United States Department of Labor, to set up a Youth Retraining Demonstration Project for school dropouts in Des Moines, Iowa.

OMAT was especially interested in experimental programs that would demonstrate new approaches to the problem of training and employment placement of school dropouts.

The purpose of the Project was to demonstrate successful methods of recruiting, training and employment placement of 100 local youths, 17 through 21 years of age, who were unemployed as the result of:

1. Lack of motivation. Youths who, as a result of social deprivation, were totally indifferent to the advantages of skill development and economic security.
2. Lack of income. Youths who, as a result of financial deprivation were denied opportunities to develop saleable skills in public institutions.
3. Lack of basic academic preparation. Youths who, because of academic deficiencies, lacked basic reading, writing and arithmetic skills necessary to the most elementary skill development.

The Project further set out to demonstrate that:



1. A coordinated multi-agency approach, combining the services of the Iowa State Employment Service, the public schools and the Council of Social Agencies, could function efficiently and effectively in carrying out the purpose of the Project.
2. Casework services, provided by the Council of Social Agencies, would contribute greatly to the social stability of the trainees, and thus should be established as an ingredient in future retraining projects.
3. The Project would prove sufficiently successful to warrant continuation under more permanent arrangements.

Negotiations were completed in March, 1964, and the contract was signed shortly thereafter. Although negotiations were for a two-year demonstration, the Project was funded in June, 1964, for only one year, beginning July 1, 1964.

## II. PURPOSE AND LIMITATION OF STUDY

The purpose of this field study was to review the progress made by the Des Moines Youth Retraining Project toward its goals of recruiting, training and employment placement of 100 local school dropouts who lacked motivation, income and basic academic preparation. It further reviewed the progress made toward a coordinated

multi-agency approach, the need and value of casework services and the continuation of this type of program on a more permanent basis.

No attempt has been made to make a qualitative analysis of the services performed in behalf of the trainees by personnel involved in the Project; however, some qualitative aspects are mentioned as they relate to the progress of the Project.

### III. DEFINITION OF TERMS

Throughout this field study several terms are frequently used. Some terms are used interchangeably to avoid repetition. These terms are defined as follows:

Council. Council refers to the Polk County Council of Social Agencies.

Employment Service. Employment Service refers to the Des Moines office of the Iowa State Employment Security Commission.

OMAT. "OMAT" is the Office of Manpower Automation and Training of the United States Department of Labor, the agency in charge of Experimental and Demonstration programs.

Program. Program refers to the Project and is used interchangeably with that term.

Project. Project refers to the Des Moines Youth Retraining program in its entirety.

Project Director. Project Director is the Director of the OMAT Project under the Council of Social Agencies.

School. "School" is the Vocational Education Department of the Des Moines Independent School District.

Subjects. "Subjects" refers to the trainees and is used interchangeably with that term.

Trainees. Trainees refers to youths in the Project. The term is used interchangeably with subjects.

#### IV. PROCEDURES

Extensive casework records on each trainee, including detailed information on family background, health, educational background and progress in training, as well as a chronological account of social, school and employment problems were maintained. Detailed records and statistics were kept and sent each month to the Washington office of OMAT.

Permission was granted by the Project Director to use these records in the preparation and writing of this field study. The author,

a member of the Casework Staff of the Council of Social Agencies , was directly involved in the Project and assisted in preparing and maintaining many of the above records .

Through the use of the data obtained from these records , as well as information obtained from School and Employment Service files , this study will review the development of the Project , casework services to the trainees , the training or School phase of the program , the Employment Service or placement phase , trainee characteristics , the multi-agency approach and costs of the Project .

## CHAPTER II

### DEVELOPMENT OF PROJECT

Initial interest in obtaining federal funds for an experimental and demonstration project to retrain youth was engendered by the Des Moines Commission on Human Rights. The director of this commission requested that the Council of Social Agencies explore community interest in such a program. The Council, as the coordinating agency of community services, brought together representatives of the Employment Service, vocational education, industry and welfare to meet with the regional representative of OMAT.

This group, after considerable exploration and discussion, decided that it would be in the best interest of the community to apply for a training demonstration contract. Therefore, they requested that the Council enter into negotiations with OMAT and prepare a proposal for a youth retraining program for Des Moines and Polk County. The Council was further requested to officially appoint a committee to serve as an advisory board to the Project, if approved.

Through the combined efforts of the Council, the Employment Service and the School,<sup>1</sup> a proposal was prepared and submitted to

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<sup>1</sup>"School", as used here and throughout the report, refers to the Vocational Education Department of the Des Moines Public Schools, as indicated in the "Definition of Terms", Section III of Chapter I.

OMAT. Although some modifications were required in the proposal, a contractual agreement was reached March, 1964, approving OMAT Contract 36-64. The Project<sup>1</sup> was funded in June for one year beginning July 1, 1964.

The Council appointed an advisory committee of members representing Des Moines and Polk County Schools, industry, labor, welfare and community service organizations to oversee the program.

### I. ORGANIZATIONAL STRUCTURE

The multi-agency approach was conceived at the time of writing the proposal and was based on the assumption that the youth to be served would have social, economic and educational problems requiring specialized attention. It was agreed, therefore, that the Council, Employment Service, and the School would each have separate and distinct functions as a part of an overall coordinated program. Although no formal organizational structure was built into the Project proposal, the role of the participating agencies was essentially defined by the service each could best provide.<sup>2</sup>

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<sup>1</sup>OMAT Project Contract No. MDS. 36-64, Office of Manpower Automation and Training, United States Department of Labor (Washington, D.C.: 1964).

<sup>2</sup>See Figure 1 on page 15 for illustration of the organizational structure of the Project.

The Advisory Committee brought community representatives into the Project to set guidelines, promote inter-agency cooperation, dis-pense information and build public support.

The Council's functions were to recruit trainees, determine certain eligibility requirements, refer trainees to Employment Service, provide casework services, mobilize community resources for trainee aides and collect data to report to the Advisory Committee and OMAT.

The Employment Service was to discover fields of occupational needs, determine eligibility for and amount of training allowance, provide vocational counseling, administer aptitude tests, find part-time employment for those needing it and provide placement service for those completing their training.

The Schools would, through their vocational education department, provide training facilities, develop curriculum for instruction in fields of occupational needs, develop an instructional staff and furnish school guidance services.

Counseling functions of each agency, although separate disciplines, were tied into each other for maximum benefit to the trainee.

Initially, plans called for frequent coordinating meetings among the agencies at both the administrative and operational levels of the Project. The Council was to be in charge of these coordinating activities.

## II. OPERATIONAL STRUCTURE

### Recruitment

Recruitment was handled by the caseworkers who conducted the initial eligibility interviews. A complete social history was developed on all potential trainees, including information on the youths' social behavior, education and work experience.<sup>1</sup>

Eligibility was limited to youths aged 17 through 21, with two exceptions: those who would turn 22 after commencing training and 16-year olds who would be 17 during training. All applicants had to have been out of school one full year and be unemployed or underemployed.

Referral of applicants meeting initial eligibility requirements were made to the Employment Service Counselors for final screening and acceptance. Upon approval, trainees became eligible for training allowances and were referred to the Youth Manpower Training Department at Des Moines Technical High School, the facility used for Project training.

Caseworkers were concerned with the subjects' personal and social problems, such as relationships to family, school and community. School Counselors were concerned with the overall

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<sup>1</sup>See Appendix A for social history form used.



performance of trainees in the school setting. Employment Counselors were concerned with trainees' previous work experience, work attitudes and vocational aptitudes.

Council caseworkers and School counselors divided the trainees into caseloads of approximately 35 boys each. Employment service did not assign trainees to specific Counselors for advisory or placement purposes.

### Training

Training, which began September 8, 1964, was divided into two phases--an orientation period of twelve weeks, and specific training in a vocational field for periods ranging from twelve to thirty weeks.

Orientation was given in four general areas, including machine shop, electrical shop, auto shop and business laboratory. Plans called for every trainee to spend three weeks in each area, during which time he would be evaluated and tested for aptitude in the fields offered.

Specific training was offered in six vocational areas. These included auto body repairman, thirty weeks; auto service station tune-up man, twenty-six weeks; copy reproduction, twenty weeks; appliance repairman, twenty-five weeks; production machine operator, thirty weeks; and sales-stock clerk, twelve weeks.

In addition to vocational training, remedial reading, functional mathematics and personal hygiene classes were held to upgrade the trainees' employment potential.

Classes were from four to ten p.m. Monday through Friday. Training was administered by the director of Youth Manpower Programs of the Des Moines Schools.

#### Placement

Trainees in need of part time employment were assisted by the Employment Service placement officer assigned to the Project. Trainees needing additional income to supplement their training allowance were permitted to work twenty hours per week, with no limitations on their wages, and with no deductions made in their allowances.

Upon completion of training, the subjects were referred back to Employment Service for placement in a training-related field. Those failing to complete the course were referred immediately to Employment Service for assistance.

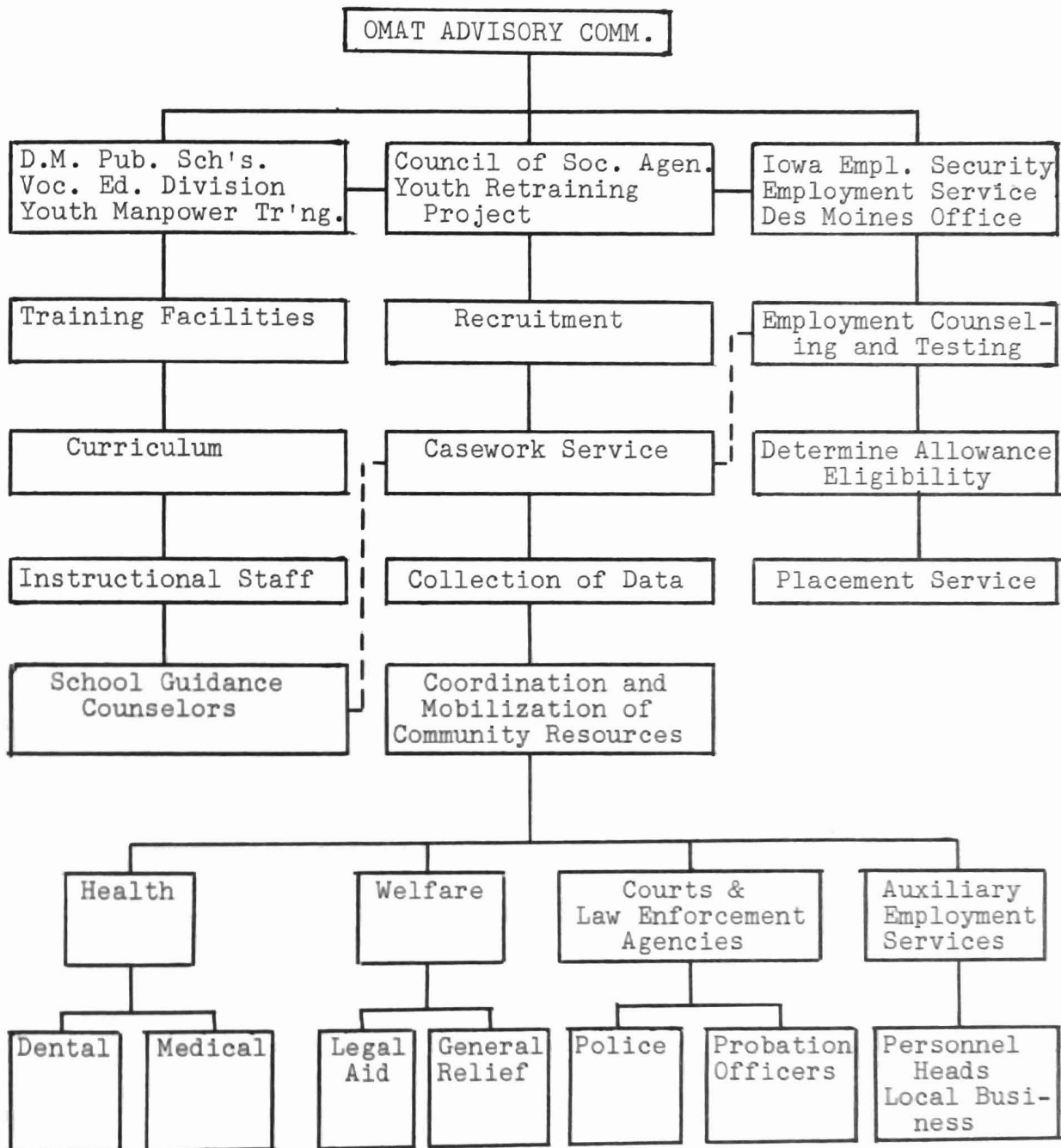


FIGURE 1

THE ORGANIZATIONAL STRUCTURE OF  
OMAT-PROJECT MDS-36-64

## CHAPTER III

### CASEWORK SERVICES

The Council began recruitment late in July, 1964, following a "tooling up" period of several weeks. Two Project caseworkers began work July 1, and a third on August 15.

During this period, clerical help had to be obtained, office furniture ordered from the General Services Administration, stationery and office forms printed and various office housekeeping functions and procedures established.

#### I. RECRUITMENT

Names of dropouts were obtained from the Des Moines Public Schools, the Employment Service and Polk County Welfare. After duplications were omitted, a list of 702 male youths between the ages of 17 and 21 evolved. Letters explaining the training program were sent to these youths, and they were urged to come to the Council offices or contact the caseworkers by telephone.

Recruitment was given further assistance by favorable press and television coverage announcing the Project and covering its progress. In addition, the Employment Service sponsored spot announcements on local radio stations alerting eligible youths of the training program and the benefits they could receive.

Polk County Welfare caseworkers contacted eligible youths from families on welfare roles and made direct referrals to the Project Caseworkers. Polk County Juvenile Court probation officers and the State Board of Control parole officers also made direct referrals to the Project. Additional assistance came from the Des Moines Junior Chamber of Commerce whose membership was alerted to contact dropouts and urge them to either re-enter school or get into the training Project.

Recruitment was carried on through September 8. New trainees were slotted into the orientation program on the basis of their expressed vocational interest and work experience. By the time recruitment was closed, 262 youths, their families or collaterals had been interviewed by the caseworkers. Of these, 129 were found to be ineligible for training because of age, full time employment, military service, lack of interest or mental and physical handicaps. Caseworkers signed up 133 youths and referred them to the Employment Service for further processing. The Employment Service referred 126 to the School and these were enrolled in the training program. See Table I on page 18.

Although the Project called for the training of 100 youths, referrals were continued beyond that number to fill openings resulting from dropouts during the orientation period.

TABLE I  
YOUTHS CONTACTED, INTERVIEWED,  
SCREENED AND REFERRED

| Youth                                                    | Number |
|----------------------------------------------------------|--------|
| Total contacted                                          | 702    |
| Not Responding                                           | 440    |
| Responding and Interviewed                               | 262    |
| Ineligible for Project                                   | 129    |
| Signed up and Referred to<br>Employment Service          | 133    |
| Referred to School by Employment<br>Service and Enrolled | 126    |

Of the total contacted (702), 37 per cent, or 262 youths, responded and were processed to some degree. Of those processed, 49.9 per cent (129) were found to be ineligible, while approximately 50.1 per cent (133) were signed up and referred to the Employment Service. Between processing at the Employment Service and referral to the School, seven youths were dropped or administratively lost, leaving 18 per cent (126) actually enrolled of the total (702) contacted.

## II. CASEWORK PROBLEMS

It was originally intended that Caseworkers would mobilize community resources to help the trainees and their families. In this respect, Caseworkers were only partially successful.

Some of the problems were:

1. Inability to overcome certain restrictive Welfare relief standards that precluded help to trainees receiving training allowances (over minimum welfare financial standards).
2. Inability to bring about follow-up services to the trainee and his family by other community agencies upon completion of the program.
3. Medical and dental services were developed late in the Project and therefore were not received by many trainees who had completed or dropped from the program. Appointments with the doctors and dentists also conflicted with School and work schedules.
4. Lack of success in efforts to hold group counseling sessions. Trainees did not respond to several sessions that were attempted.
5. The Director of the OMAT Project was not provided necessary administrative assistance. She became enmeshed in reports and statistics when time could have been better utilized in mobilizing community services.

While most of the aforementioned problems were unforeseen at the time the Project was designed, many would occur in any

well-planned program dealing with unstable youths whose behavior patterns are unpredictable.

### III. TRAINEES' SOCIAL PROBLEMS

The casework staff labored long hours with the trainees and it was often necessary to deal with personal crises late at night, as well as on weekends and holidays. Workers were literally "on call" 24 hours a day.

Specifically, some of the more frequent and serious problems to be handled by caseworkers included: traffic violations, marital difficulties, issuance of bad checks, financial irresponsibility, drinking of alcoholic beverages, failure to attend school, health needs, and personal hygiene.

Moving and non-moving traffic violations resulted in many appearances before the municipal traffic and criminal courts. Caseworkers usually were able to persuade the court to be lenient and allow time for the fines to be paid. In more serious violations, where jail time was statutory, caseworkers prevailed upon the court to allow trainees to attend classes and return to the jail each night. The Courts' cooperation made it possible to keep several trainees in the program who would have otherwise been dropped for non-attendance while in jail.



During the program, 41 youths were arrested for major traffic violations. Of these, twelve were picked up for driving while their licenses were suspended--a criminal offense calling for a \$200 fine or 30 days in jail, or both; 29 were picked up for serious moving violations such as drag racing, reckless driving, leaving the scene of an accident, and operating a motor vehicle while intoxicated. Four boys were returned to Eldora Training School for Boys for violations of paroles.

Several trainees became deeply involved in writing bad checks and were threatened with criminal prosecution. Had it not been that the caseworkers made arrangements for repayment of these checks, these subjects would have been arrested and prosecuted.

In such cases, workers contacted the checkholders and the County Attorney's office and set up a repayment schedule. Each week the trainee contributed a stated amount from his training allowance toward this repayment. The tolerant and cooperative attitude of local businessmen and the County Attorney's office made it possible to keep these youths in the program.

One of the most frequent and universal problems experienced by the trainees was the inability to manage their finances. In spite of casework advice and assistance in budgeting, they were usually unable to live within their incomes, associating wages with pleasures

on a day-to-day basis. Many came into the program heavily in debt and continued this pattern during their training. One trainee had been through bankruptcy before he was 20 years old. Training allowances were spent for automobiles, automotive repairs and accessories, for clothes, alcoholic beverages, televisions, radios, and recreation. Purchases were made on time payments with little regard for the subjects' abilities to make future payments. Many items were repossessed and judgments obtained following routine court action.

In a few cases, some headway was made with the trainee in helping him deal with his financial problems. These were the exceptions, however, as the problem appeared to be quite characteristic of the group as a whole.

Several of the married trainees and their wives looked to the caseworker for marriage counseling and advice. All married couples were referred to Planned Parenthood, city health nurses, and to the Well Baby Clinics and the Health Center if children were involved.

Intensive casework attention to school attendance resulted in better attendance, but absenteeism was an increasingly difficult problem.

Caseworkers also dealt with trainee appearance with some degree of success. Haircuts were encouraged, mustaches, goatees and long sideburns were frowned upon. Cleanliness and good grooming

were stressed and proper attire recommended.

Caseworkers' records indicate that the closer the worker-trainee relationship, the greater the response and cooperation. For some, the Caseworker became the first meaningful adult contact the subject had ever had.

#### IV. HEALTH PROGRAMS

Initially, Project plans called for getting funds from the Department of Labor for medical and dental care. However, since no money was allocated under the Manpower Act for such items, the Council looked elsewhere for funds.

The Hawley Welfare Foundation donated \$1,500 for a dental program. Surplus funds from the Oral Polio Fund Committee, amounting to \$5,625, were obtained for medical examinations.

A comprehensive dental examination and treatment plan was worked out by the Polk County Dental Society, under Dr. Bernhart C. Hermann, chairman. Through this arrangement, dental examinations and dental care was provided on an out-of-pocket cost basis. There was no charge to the Project for the dentists' time or professional skill. Some 28 dentists volunteered their services and 25 provided more than 160 hours of service to 48 trainees. Three dentists were not used for various reasons, such as the geographical location of

their offices and/or lack of need for services in their areas of specialty.

There were 73 trainees assigned for dental care. In addition, 25 subjects did not go to the dentist, and five stated they had their own dentist.

Besides the care by dentists in private practices, the Des Moines Health Center provided emergency dental care for several trainees, even though some were over the age limit to be treated at the Center.

Fear of dental care was widespread. It was most difficult to persuade trainees to go for dental care, even though they knew they were badly in need of it.<sup>1</sup>

The Polk County Medical Society, through its Rehabilitation Committee, Dr. William D. deGravelles, chairman, worked out a plan for each trainee to receive a complete industrial physical, including laboratory work. A flat rate of \$10 was established as the fee for each examination.

There were 73 physicians who accepted this plan. Of these, 33 were actually used to provide general and specialized examinations to 48 trainees. There were 27 general physicals given by private physicians. Eleven trainees received industrial physicals at their places of employment, four received military draft physicals, and

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<sup>1</sup>See Appendix B for breakdown of dental services provided.

three were examined at the City-County Health Department.

In addition to the general physicals, 20 subjects received ophthalmological examinations and 18 required glasses. One trainee received a neurological examination following his general physical. Throughout the entire program, trainees and their families were treated in the out-patient clinic at Broadlawns General Hospital. The Public Health Nurse also provided health care for many of the trainees' children, either in the home or at the Well Baby Clinics.

Chest x-rays were taken by the Polk County Tuberculosis Association. Industrial vision tests and hearing and speech tests were given at the Des Moines Health Center.<sup>1</sup>

The Minnesota Multi-phasic Personality Inventory was administered to 56 of the trainees. Dr. Howard V. Turner, a Des Moines psychiatrist, interpreted the test scores. He found that psychiatric evaluation was needed for 17 (30 per cent of those tested) and that three additional trainees might have significant psychiatric problems.

Of the 20 recommended for psychiatric evaluation, only two received such service. The Mental Health Clinic at Broadlawns Hospital found that the two youths were not psychotic, but were suffering from severe personality problems. The remaining 18 in need of

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<sup>1</sup>See Appendix C for physical profiles and medical findings.

additional evaluation and possible treatment refused to consider further psychiatric tests.

Dr. Turner's findings are broken down as follows: 30 trainees (61 per cent) were, in some degree, non-conformists; 28 (57 per cent) were sensitive to opinions of others; 27 (55 per cent) were restless; 22 (45 per cent) had few somatic complaints, but 17 (35 per cent) had more than the ordinary number of such complaints; 21 (43 per cent) had a poor self-concept; and 17 (35 per cent) were depressed. This seems to indicate more serious problems that follow-up casework services should deal with.

Unfortunately, the Personality Inventory was given during the last two months of the program. Had it been secured earlier, a better understanding of the youths' personalities would have given direction for much-needed guidance and counseling.

The City-County Health Department compiled the data furnished on each trainee which included his general physical, x-ray, vision and hearing tests and the Minnesota Multiphasic Personality Inventory. In general, the trainees were in good health, with vision impairment and obesity the most outstanding defects.

#### V. CASEWORK STATISTICS

Each caseworker carried a caseload of approximately one-third

of the enrolled trainees. During the first six months, from July 1 through December 31, caseworkers had 1,814 contacts, broken down as follows:

|                                                        |            |
|--------------------------------------------------------|------------|
| Office interviews with youths . . . . .                | 589        |
| Home interviews with youths. . . . .                   | 98         |
| School interviews with youths . . . . .                | 244        |
| Family interviews at office . . . . .                  | 148        |
| Family interviews at home . . . . .                    | 75         |
| Agency contacts for youths . . . . .                   | 172        |
| Other contacts (loan companies, business places, etc.) | <u>488</u> |
| Total                                                  | 1,814      |

The first six-month report of contacts does not include telephone contacts. This period would reflect many intake interviews with the youths and their families.

From January 1, 1965, until June 30, 1965, 3,302 contacts were made by the caseworkers broken down as follows:

|                                                                           |            |
|---------------------------------------------------------------------------|------------|
| Office interviews with youths. . . . .                                    | 978        |
| Home interviews with youths . . . . .                                     | 120        |
| School interviews with youths. . . . .                                    | 396        |
| Family interviews at office . . . . .                                     | 358        |
| Family interviews at home. . . . .                                        | 50         |
| Agency contacts for youths . . . . .                                      | 990        |
| Other (with Courts, police, loan companies, creditors,<br>etc.) . . . . . | <u>410</u> |
| Total                                                                     | 3,302      |

Casework emphasis during the last six months of training shifted from recruitment and individualizing the trainee to casework services dealing with personal, family and community problems.

Also, during April, May and June of 1965, Caseworkers had frequent contacts with health agencies, doctors and dentists who provided medical and dental services to the trainees.



## CHAPTER IV

### TRAINING

#### I. ENROLLMENT

There were 126 youths actually enrolled by the School. However, there were never more than 99 actually in classes at any one time. Caseworkers continued recruiting until mid-November to fill openings resulting from early terminations in the project.

The monthly enrollment varied as follows: September, 72; October, 99; November, 95; December, 91; January, 83; February, 76; March, 62; April, 44; and May, 29. These figures include course completions as well as terminations.

School Guidance Counselors at the training site worked with the youths in relation to their vocational and educational goals. Although the School Counselors' role was not clearly defined, they did attempt to form many meaningful relationships with the trainees who were encouraged to get the most out of the training.

The General Aptitude Test Battery (GATB) was given to the trainees under the supervision of the School Counselors, and interpreted by Employment Service Counselors. In addition, many social, personal and family problems were noted by the Counselors and referred to the caseworkers for attention.

Teachers, for the most part, tried to understand the needs and problems of the youths. Some instructors could hold class attention better than others due to the type of course offered and to their own insights into the problems of their students.

Most of the terminations resulted from the inability of the trainees to adjust to the school environment and regime. Specifically, trainees were terminated for fighting, swearing, drinking, non-attendance, parole violations and imprisonment. Some trainees quit the program to obtain full time employment, leave the city, join the service and because of general disinterest or dissatisfaction with the training.

By January, 83 subjects had begun training in specific fields. Table II indicates the number enrolled in each of the six fields of training, the length of training, the number and the per cent completing the course.

TABLE II

TRAINEES IN SPECIFIC COURSES, LENGTH OF TRAINING,  
NUMBER AND PER CENT COMPLETING COURSE

| Course             | Length<br>in<br>Weeks | Enrollees | Comple-<br>tions | Per cent<br>of<br>Completions |
|--------------------|-----------------------|-----------|------------------|-------------------------------|
| Service station    | 26                    | 17        | 7                | 41                            |
| Auto body          | 30                    | 15        | 6                | 40                            |
| Machine production | 30                    | 15        | 3                | 20                            |
| Copy reproduction  | 20                    | 15        | 10               | 67                            |

TABLE II (continued)

|                  |    |    |    |     |
|------------------|----|----|----|-----|
| Appliance repair | 25 | 11 | 3  | 27  |
| Sales and stock  | 12 | 10 | 7  | 70  |
| <hr/>            |    |    |    |     |
| Total            |    | 83 | 36 | 43* |
| <hr/>            |    |    |    |     |

\*Average for all course completions

The figures in Table II indicate that 36 youths completed training, or 43 per cent of the total (83) actually entering specific training. Based on the total enrolled at the School (126), 36 completions represents 29 per cent of those enrolled.

These figures and percentages, however, do not reflect the true success of the Project, for many of the trainees left the program after acquiring basic skills for gainful employment. By June 30, 1964, 79 of the 126 trainees had secured employment. Of these, 22 were working in training-related fields. These were: auto body, nine youths; machine production, five; service stations, five; and appliance repair, three. Rates of pay ranged from \$1.15 to \$2.50 per hour.

It is expected that more of the youths who completed their course of study will find employment in an area related to training as time passes.

that were given to the youths

these were:

## II. SCHOOL PROBLEMS

The School Director of the Project was not initially involved in designing the curriculum. Brought into the program at a late date, he was unable to change curriculum flaws that became apparent once the Project started. Several of these were:

1. The orientation period of 12 weeks was too long to hold the trainees' interest.
2. The appliance repair class was too difficult for the type of trainee involved in the program.
3. The copy reproduction course content was too elementary to be of value in placing the graduates as offset printers.
4. Remedial reading and basic arithmetic classes were not job-oriented and therefore not accepted by trainees.
5. The sales and stockroom course was poorly designed. Trainees wanted activity-oriented classes involving use of equipment related to a specific job.
6. Curriculum weaknesses could not be altered without time-consuming, laborious effort, involving, a tremendous amount of the Director's time.

The School Director was also confronted with other problems that were unforeseen at the time the Project was written. Some of these were:

1. Classes were held at night at Des Moines Technical High School. School regulations against smoking, profanity and parking in restricted areas had to be applied and enforced. Trainees rebelled against the "school environment".
2. Classes were held in shops used by regular Tech High students and Adult Education students. This often resulted in crowded conditions in the automotive tuneup and body shops.
3. The School Director was not provided with sufficient staff for administrative responsibilities. This resulted in his working a 12 to 18 hour day.
4. Lunchroom facilities were not originally planned for trainees. As a result of the need for hot lunches, the Director was finally able to arrange for such service. This placed an additional demand on his time, since he had to supervise the facility.
5. Trainee School and classroom behavior placed a strain on several of the teachers who were unaccustomed to it. The School Director was also under constant pressure from higher School authorities who insisted that the Project trainees conform to regular high school behavior

standards and from the caseworkers who argued that such requirements would jeopardize the training phase, if not the entire program.

These and other administrative problems hampered School officials and ultimately placed a strain on the Director in his relationship with other agencies.

## CHAPTER V

### PLACEMENT SERVICES

#### I. TRAINING ALLOWANCES

The Employment Service maintained an on-going relationship with the trainees from the time of sign-up until completion or termination of training.

All trainees received training pay from the Employment Service during the time they were enrolled in the program and attending classes. The training allowance for an unmarried trainee was twenty dollars per week. Married youths, or those who were classified heads of households, received thirty dollars per week. The latter group also received two five dollar increases in pay during the first twelve weeks of training. These allowances were based on full time attendance and were reduced for unexcused absences.

#### II. COUNSELING SERVICES

Following the orientation period, Employment Service Counselors were assigned to the training site to enable them to frequently counsel trainees regarding employment possibilities. These counselors also assisted School Counselors in interpreting the GATB (General Aptitude Test Battery) as an aid in determining where the trainees should be placed in the program. The Employment counselors also

discussed with trainees the needs of certain employers, requirements for employment, personal appearance and grooming and the obligations of employees and employers to each other.

### III. EMPLOYMENT REFERRALS

Many of the trainees found jobs on their own initiative. Others were placed by the Employment Service, and some by Caseworkers and the School Director. Table III indicates the referral sources and number of trainees placed.

TABLE III  
SOURCES OF KNOWN PLACEMENT OF TRAINEES

| Referral Source    | Number of Trainees | Per Cent of Known Sources |
|--------------------|--------------------|---------------------------|
| Self               | 23                 | 44                        |
| Employment Service | 18                 | 35                        |
| Caseworkers        | 7                  | 13                        |
| School             | 4                  | 8                         |

Failure of the Employment Service to place any of the first graduating class in Sales and Stockroom positions adversely affected the morale of the remaining trainees and intensified their cynical



attitude toward the Employment Service. Many trainees complained vociferously that the Employment Service was not developing jobs, especially in their field of training. All too often, trainees were referred to jobs completely unrelated to their training. In other cases, employment would have been secured had an Employment counselor accompanied the trainee to the prospective employer.

Had more staff been available to the Employment Service to deal with the trainees' employment problems, there is little doubt that a higher percentage would have been placed in training-related fields. However, the Employment Service approving a 75 per cent placement rate as an acceptable effort (under normal placement circumstances) failed many of the trainees who were led to believe they would be placed after retraining. Regretably, some trainees failed to receive adequate placement service from Employment personnel because of judgmental attitudes towards the subjects social behavior.

#### IV. EMPLOYMENT SERVICE PROBLEMS

Of the three agencies, the Employment Service had the least amount of day-to-day contact with the trainees, and Employment Counselors had many unforeseen problems. These included:

1. Difficulty in placing trainees in part time jobs to supplement training allowances.

2. Dealing with trainee hostility engendered when training allowances were reduced because of non-attendance.
3. Difficulties in testing, counseling and placing trainees following completion of the program. The response expected from local businessmen did not materialize in the hiring of trainees.
4. Counselors assigned to the Project were not completely relieved of other Employment Service duties and often worked day and night shifts.

## CHAPTER VI

### TRAINEE CHARACTERISTICS

#### I. AGE AND RACE

Caseworkers made a special effort to recruit a high percentage of non-whites, and were quite successful in accomplishing this.

Table IV is a breakdown of the number of youths signed up by Caseworkers by age and race. Of the total, 109 of the youths (82 per cent) were white, 22 (16.5 per cent) were Negro, and 2 (1.5 per cent) were Mexican.

The Negro population is 3.9 per cent of the total Polk County population and Mexicans make up .3 per cent of the total county population, so the proportion of Negro and Mexican youths signing up for the program was relatively high.

TABLE IV

TOTAL TRAINEES SIGNED UP BY CASEWORKERS  
ACCORDING TO AGE AND RACE

| Age Group | 17 | 18 | 19 | 20 | 21 | Total | Per cent of Total |
|-----------|----|----|----|----|----|-------|-------------------|
| White     | 18 | 24 | 25 | 21 | 21 | 109   | 82                |
| Negro     | 2  | 2  | 5  | 8  | 5  | 22    | 16.5              |
| Mexican   |    |    |    | 1  | 1  | 2     | 1.5               |
| Total     | 20 | 26 | 30 | 30 | 27 | 133   | 100               |

Table IV further indicates that there was not a great difference in age grouping of those signed up. Twenty were 17, twenty-six were 18, thirty were 19, thirty were 20, and twenty-seven were 21 years of age. A slightly higher percentage of the Negroes were 20 and 21 years of age in relation to their number enrolled.

## II. MARITAL STATUS AND CHILDREN OF TRAINEES

As mentioned earlier in Chapter V of this report youths accepted for the program were paid a training allowance. Many of the trainees had one or more children, but no adjustments were made in the training pay for such dependents. This placed a financial strain on those who had these additional obligations.

Table V shows, by age grouping, the marital status of trainees and the number of children of the married trainees.

TABLE V

### MARITAL STATUS OF TRAINEES BY AGE AND THE NUMBER OF CHILDREN

| Age<br>Group | Number | Single | Married | Married with |             |             |             |
|--------------|--------|--------|---------|--------------|-------------|-------------|-------------|
|              |        |        |         | No<br>Child. | 1<br>Child. | 2<br>Child. | 3<br>Child. |
| 17           | 20     | 20     |         |              |             |             |             |
| 18           | 26     | 18     | 8       | 5            | 1           | 2           |             |
| 19           | 30     | 17     | 13      | 4            | 8           | 1           |             |
| 20           | 30     | 12     | 18      | 7            | 8           | 2           | 1           |
| 21,          | 27     | 9      | 18      | 6            | 6           | 6           |             |
| Total        | 133    | 76     | 57      | 22           | 23          | 11          | 1           |

Seventy-six, or 58 per cent, of all the trainees signed up were single; fifty-seven, or 43 per cent married. Thirty-five of the 57 married trainees had one or more children at the time of sign up. Seven babies were born during the training period; these are not included in Table V.

Caseworkers interviewed the trainee, his wife (if married), and his parents or guardian. Probation or parole officers were interviewed in cases where they were involved with the youth.

Marriage and the responsibilities of dependents made no significant difference in the trainees' maturity or behavior while in training. In fact, more often than not, married trainees had more difficulty in financial management and regular class attendance than single trainees.

### III. TRAINEES BY ACADEMIC ATTAINMENT ACCORDING TO AGE AT THE TIME OF LEAVING REGULAR SCHOOL

Table VI shows the highest grade attained and the age of the youth at the time he dropped out of school.

TABLE VI

TRAINEES ARRANGED ACCORDING TO HIGHEST GRADE IN SCHOOL  
AND AGE AT SIGN UP FOR TRAINING

| Age<br>Group | 17 | 18 | 19 | 20 | 21 | Total |
|--------------|----|----|----|----|----|-------|
| 7th Grade    | 1  | 1  | 1  |    |    | 3     |
| 8th Grade    | 8  | 2  | 5  | 5  | 3  | 23    |
| 9th Grade    | 7  | 11 | 6  | 12 | 15 | 51    |
| 10th Grade   | 4  | 8  | 12 | 6  | 6  | 36    |
| 11th Grade   |    | 4  | 5  | 7  | 3  | 19    |
| 12th Grade   |    |    | 1  |    |    | 1     |
| TOTAL        | 20 | 26 | 30 | 30 | 27 | 133   |

Ninth grade was the most frequent dropout grade. Fifty-one, or 38 per cent of the 133 signed up, left regular school prior to completing the ninth grade; three youths, or 2 per cent, dropped out of seventh grade; twenty-three, or 18 per cent, did not complete eighth grade; thirty-six, or 27 per cent, left school in the tenth grade; nineteen, or 14 per cent, left in the eleventh grade; and one left school in the twelfth grade.

These figures were arrived at through interviews with the potential trainee and his parents, and verified by the school he last attended.

In many instances the youth had not completed enough credits to be classified a freshman, sophomore, junior or senior, although he

may have been carried as such because of the number of years spent in attendance. Therefore these figures do not necessarily reflect school achievement.

The fact that special emphasis was placed on the recruitment of "hard core" social problems is reflected in the reasons given by the youth for leaving school. In most cases, the youths were uninhibited in discussing their school problems and the reasons they dropped out of school. These reasons have been grouped, insofar as possible, and are shown on Table VII on page 44.

As indicated in Table VII, behavior problems (30) were given as the most frequent reason for dropping or being expelled from school. Behavior problems are broken down into school behavior and delinquent behavior categories. School behavior problems resulted in 14 being expelled for fighting and seven being expelled for truancy.

Delinquent behavior resulted in nine being sent to Eldora Training School for Boys by the Juvenile Court. This, then was the reason for their becoming dropouts.

Lack of interest was given by 27 youths as their reason for dropping out of school and, in most cases, these boys were unable to expand on this reason in any detail.

Poor school achievement was also the reason for 27 dropouts, broken down as follows: twenty had general difficulty in all or most

TABLE VII

REASONS GIVEN BY YOUTHS WHO ENTERED TRAINING  
FOR DROPPING OUT OF REGULAR SCHOOL

| Reasons<br>for Dropping                          |           | Number<br>of Trainees |
|--------------------------------------------------|-----------|-----------------------|
| BEHAVIOR PROBLEMS                                |           |                       |
| School Behavior                                  |           |                       |
| Expelled for fighting                            | 14        |                       |
| Expelled for truancy                             | 7         |                       |
| Delinquent behavior<br>(sent to training school) | <u>9</u>  |                       |
|                                                  | 30        | 30                    |
| LACK OF INTEREST IN SCHOOL                       |           | 27                    |
| POOR SCHOOL ACHIEVEMENT                          |           |                       |
| General difficulty                               | 20        |                       |
| Reading difficulty                               | <u>7</u>  |                       |
|                                                  | 27        | 27                    |
| WORKING                                          |           |                       |
| Because of family's needs                        | 9         |                       |
| Because of desire of youth                       | <u>13</u> |                       |
|                                                  | 22        | 22                    |
| FAMILY PROBLEMS                                  |           |                       |
| Parents' marital problem                         | 12        |                       |
| Both parents deceased                            | 1         |                       |
| Family moved frequently                          | <u>1</u>  |                       |
|                                                  | 14        | 14                    |
| OTHER REASONS                                    |           |                       |
| Married                                          | 5         |                       |
| Military Service                                 | 4         |                       |
| Non-educable                                     | 2         |                       |
| Illness                                          | 1         |                       |
| Did not know why                                 | <u>1</u>  |                       |
|                                                  | 13        | 13                    |
| TOTAL                                            |           | 133                   |



subject areas, and seven had reading difficulties more particularly than in any other area.

Working was the reason for 22 dropping out of school. Nine stated they needed work because of their families' financial need, and 13 because of their own desires for money.

Family problems resulted in 14 leaving school. Twelve left because of marital problems of parents resulting in broken homes; one because both parents were deceased, and one because the family moved so often that he could not settle down to school work.

Other reasons given by the youths were as follows: marriage, 5; enlistment in military service, 4; non-educable, 2; illness, 1; and one did not know why or could not give a reason.

#### IV. TRAINEE PARTICIPATION IN EXTRA-CURRICULAR SCHOOL ACTIVITIES

Perhaps of some significance is the fact that only 53 of the 133 youths accepted for training had participated in any form of extra-curricular school activities and 80 had not.

For those who had, only one attained a varsity letter in athletics. Several had participated in track, football, basketball and wrestling, but only on an intramural level. Several had received minor recognition as hall monitors, class officers and traffic school

guards. Also several had expressed an interest in instrumental music while in school, but only two were accomplished enough to be considered musicians. Two said they had participated in vocal music as an extra-curricular activity.

In general, their attitude toward extra-curricular activity was the same as their attitude toward school--indifferent. They saw no difference between participation and belonging to a group or activity and the regime of academic requirements of a school. Both required efforts that they were unwilling or unable to put forth.

## V. ENVIRONMENTAL CHARACTERISTICS

### Trainees from Broken Homes

Sixty-two, or 47 per cent of the 133 youths accepted for training came from a broken home where one or both parents were absent. Of this number, 43 came from homes where the father was absent, 13 from homes where the mother was absent, and six from homes where neither parent was present.

Where neither parent was present, they were deceased in five cases, and in one case, both parents had abandoned the youth at an early age. In these cases, the youths were raised by grandparents, older siblings or close relatives.

During the initial information gathering interviews, it was

difficult for the youths to give accurate information on their families. For example, probably half of them were not sure of their parents' age, educational background or years of marriage. Many, in fact, could not make a close estimate.

It was also most difficult for many of them to give the ages of their siblings or make a very accurate guess. A few from large families could not relate the order of birth of their siblings.

This and other information was obtained or confirmed from direct interviews with the parents in all but a few cases where the parents could not be reached locally or were deceased.

#### Families Receiving Welfare Services

During the first information gathering process, the Social Service Exchange was contacted to determine which social service agencies were, or had been, giving aid to the youth or his family. Of the 133 accepted for training, 80 of their families had at one time or were presently receiving some form of welfare assistance. Sixty-one of these were ADC (Aid to Dependent Children) recipients. Others had been or were receiving Surplus Commodities, Child Welfare Services or General Relief.

Many families had at one time or were presently receiving services of the Public Health Nurse, the Des Moines Health Center or Broadlawns General Hospital. Some of the other public or private

welfare services included: Legal Aid, Social Services of the Salvation Army, American Red Cross and The Soldier's Relief Commission.

It was frequently noticed that a high per cent of the families had been or were presently receiving services of more than one agency at the same time.

#### Trainees With Delinquent Backgrounds

Labor Department officials in OMAT were very insistent that emphasis be placed on the recruitment of "hard core" disadvantaged, unemployed youth. As a result, considerable effort was made to sign up those with delinquency or criminal court records where such personal backgrounds resulted in unemployment or difficulty in finding employment. Many referrals were received from Probation and Parole officers who were most cooperative in furnishing data on the youths' home background, behavior, education and test information.

Of the 133 trainees meeting eligibility for training, 57 had delinquent or criminal backgrounds. Forty-seven of these had served time in the training school for boys or the men's reformatory. Ten had been committed to the training school but placed on probation pending good behavior.

## VI. RECAPITULATION OF ENVIRONMENTAL CHARACTERISTICS

Figure 2 on page 50 illustrates the number of youths from broken homes, from families known to welfare agencies and those with delinquent backgrounds. Of the 133, 62 (or 47 per cent) were from broken homes; 80 (or 60 per cent) from families known to welfare agencies, and 57 (or 43 per cent) with delinquent backgrounds.

Figure 3 illustrates the number of youths with delinquent backgrounds, the number from broken homes and families known to welfare. Of the 57 delinquents, 37 (or 65 per cent) came from broken homes and 44 (or 77 per cent) from families known to welfare agencies.

There was no significant difference in delinquent and non-delinquent trainee performance, behavior and training achievement.

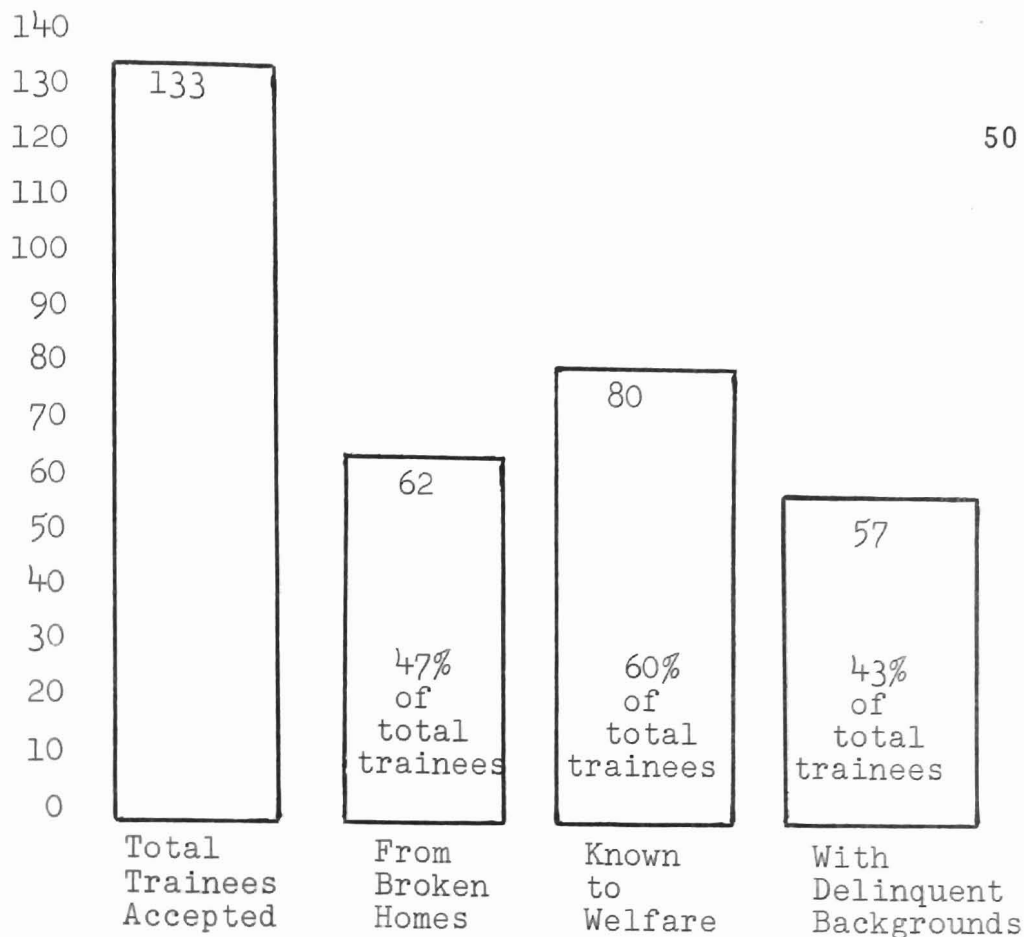


FIGURE 2

THE NUMBER OF TRAINEES FROM BROKEN HOMES; FAMILIES KNOWN TO WELFARE AND THOSE WITH DELINQUENT BACKGROUNDS

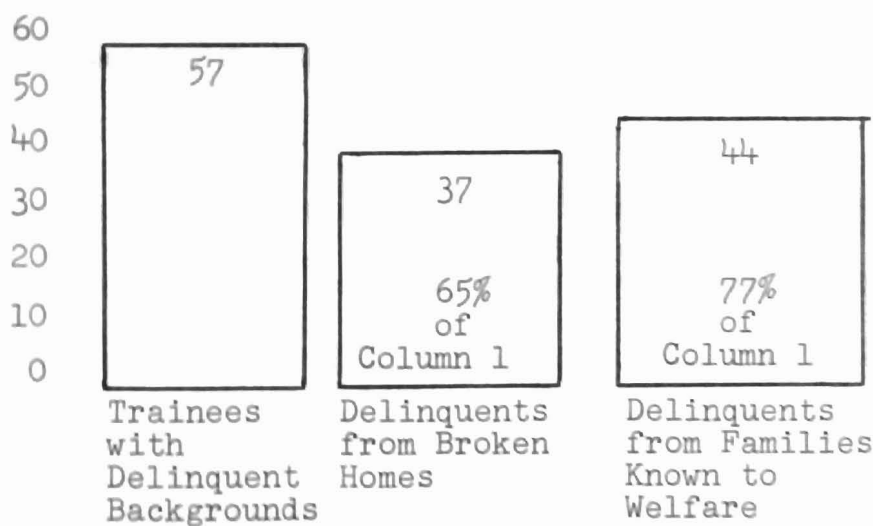


FIGURE 3

THE NUMBER OF TRAINEES WITH DELINQUENT BACKGROUNDS WHO CAME FROM BROKEN HOMES AND FAMILIES KNOWN TO WELFARE

## CHAPTER VII

### THE MULTI-AGENCY APPROACH

Concern over school dropouts had long been shared by School officials, the Employment Service and the Council of Social Agencies. Each had approached the problem separately for several years. In fact, some coordinated efforts had been made prior to the OMAT Project.

In 1962-63 a special effort was made by the School and the Council of Social Agencies to identify and work with potential dropouts. Casework agencies familiar with welfare families attempted to work with the youths identified by the Schools as potential dropouts. Likewise, the School and the Employment Service had cooperated for several years in dealing with dropouts. School guidance counselors had referred the dropout to the Employment Service for testing, counseling and job placement.

It appeared, therefore, that the three agencies could combine services and resources to effectively meet the educational, economic and social needs of the dropout in the OMAT Demonstration Project.

Theoretically, the Project was designed to bring together the professional services of each agency and coordinate them at the administrative level through the Director of the OMAT Project, Council of Social Agencies; manager of the Employment Service, Des Moines Office; and the Director of the School Training Program, Department

of Vocational Education, Des Moines Public Schools. The responsibility for coordination of services rested with OMAT Project Director of the Council, who was instrumental in developing the contract for the Project.

At the operational or functional level, coordination was to be achieved through correlation of plans and services by the: caseworkers of OMAT Project, Council of Social Agencies; School Guidance Counselors, school training program, Des Moines Public Schools; and Employment Service Counselors and Placement Officers of the Des Moines Employment Service Office.

As initially conceived, the total needs of the dropout would essentially fall into three areas: social, educational and economic. Social needs and problems would be the concern of the caseworkers. Educational problems and the need for training would be the concern of the School. Economic problems, including the administration of training allowances and employment, would fall within the province of the Employment Service. As neat as these separate and distinct services appear to be, considerable disagreement over the proper role of each, in relation to the other, impaired the effectiveness of all.

#### Interagency Differences

The three agencies, for the most part, agreed that cultural differences separated the dropout from the mainstream of middle class



society. This is well illustrated in Figure 4, page 58, comparing middle class and lower class concepts. It very accurately describes the value "chasm" found in the OMAT trainee and the middle class high school graduate.

Trainees' attitudes toward authority, education, delinquency, violence and money have been shown previously in Trainee Characteristics, Chapter VI.

The agencies could not, however, agree on the cause of these cultural differences and the approach necessary to successfully retrain school dropouts and place them in employment.

The educator viewed the cultural problem as primarily one of under-education and lack of skills which resulted in unemployment or under-employment. The Employment Service recognized the need of entry level skills, but placed considerable emphasis on motivation, work attitude and habits. Both the educator and the employment counselor specifically focused on the dropout.

The caseworker viewed the dropout as under-educated, in need of skills, poorly motivated and possessing poor work habits. He also viewed as of primary importance the environment from which the dropout came since it was an atmosphere in which these deficiencies were common and accepted.

Until the dropout was able to place a value on certain middle

class practices, learning new skills would not result in meaningful work experiences. Therefore, the casework focus was not specific, but placed emphasis on environmental factors that were felt to be the cause of the dropout's present plight. Direct casework services in behalf of the trainee were/crisis-oriented, helping him deal with emergency problems that seriously threatened his freedom, person or family. While longer range casework objectives were intended to re-orient the subjects toward more commonly accepted middle class goals.

The dropout (trainee) often looked to the Caseworker to defend his values that resulted in behavior unacceptable to the educators and Employment Service. On the other hand, School and Employment Service officials looked to the Caseworkers for assistance in dealing with behavior problems that at times threatened the entire Project.

The following examples, taken from casework records,<sup>1</sup> are illustrative:

Trainee A, white, age 21, twice committed to the Training School for Boys for auto theft and vandalism. One of five boys in a family of seven children of which all male members had made a family tradition of attending the Training School.

Parental influence and guidance were totally absent. The father suffered from several chronic "ailments" that had prevented employment for many years.

Support came from the mother who worked long hours as a short-order cook. The boys usually addressed their father by his first name "Bill". On other occasions they called him

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<sup>1</sup>The illustrations are extracted from casework records. Only names have been changed to protect the identity of the trainee.

"baldy" or referred to him as the "old man". They addressed their mother by an affectionate family-coined nickname "Peanuts". On occasion they referred to her as the "old lady".

Trainee A had two brightly colored tattoos of nude women, one on each arm, that to him were works of art to be displayed for all to see and likewise appreciate. To School officials they were too vulgar and offensive to be allowed in a public school setting. To Employment Service personnel they presented an insurmountable obstacle to placement. To the Caseworker they were only the result of a value system shaped by his environment.

Outright insistence by School and Employment Service personnel that the tattoos be properly covered at all times only brought about resentment and hostility that resulted in uncooperative School behavior. Although this youth displayed considerable promise in auto mechanics he was totally unprepared to conform to middle class standards. He did not complete training.

Trainee B, Negro, age 18 an exceptionally bright young man who had completed the first semester of his junior year before joining the Army. Received medical discharge for knee injury and returned to Des Moines. When Trainee B applied for retraining he was urged to return to high school but stated he preferred to learn a trade. Caseworker interested Trainee B in completing high school through extension courses from University of Nebraska. Administered the Iowa Test of Educational Development, his scores indicated he needed only four courses to qualify for the University's High School Equivalency Certificate.

Attempting to carry two extension courses, work part time and attend Project classes full time, the trainee suffered emotional strain and a nervous breakdown. Treatment at the Clarinda Mental Health Institute was successful and he returned to the Project but was advised to drop extension studies.

Never fully challenged by the program Trainee B's attendance became erratic and he began to keep company with the more troublesome class members. In such company he was involved in an altercation with a School custodian which resulted in the expulsion of all three subjects.

Under Caseworkers felt such summary action to be too harsh, especially considering Trainee B's potential. Their appeal to School

officials in his behalf was not successful, although later information indicated Trainee B was only trying to prevent the altercation.

Employment Service placement personnel made no serious effort to place him following his dismissal from the Project. Left with no other alternative the Caseworkers found employment for the youth and encouraged him to re-enter high school. As the result of these efforts Trainee B is now attending North High School in Des Moines and will graduate in 1966. His future plans are to enroll in Grandview College.

Trainee C, Negro, age 19 one of five children raised in a fatherless home under Aid to Dependent Children. Completed first semester of Senior year before commitment to the Training School for Boys for armed robbery. Referred to the Project by Juvenile Parole Officer who verified a good parole record.

Trainee C completed orientation and was assigned to the Sales and Stockroom training class. His attendance throughout the program was considerably above average. Nearing the completion of the course Trainee B became anxious over placement in a training-related field. The Employment Counselor assigned to the Project was unable to give any assurance of employment in the near future. Upon graduation none of the class were placed. In angry response Trainee C and two other classmates struck several other trainees as they left school on their "graduation day". The Employment Service offered no further assistance to these young men in spite of repeated requests for assistance by caseworkers.

With no other alternative the Caseworkers were again forced to perform Employment Service functions to find employment for these three trainees.

In these, as well as many other instances, the Caseworkers found themselves in an untenable position that could not be resolved. Unfortunately, each agency had brought into the Project long established conventional routines that were jealously guarded and defended. Under these circumstances discussion resulted in little, if any,

compromise and interagency communication broke down for all practical and useful purposes. As the Project progressed each Agency tended to deal with trainee problems in their own way independent of the others.

While lack of communication and coordination was not the only problem in this multi-agency demonstration, it proved to be one of the most serious and detrimental.

A COMPANION TO THE SOCIAL CLASS ACTIVITY  
CONCEPTS IN THE CLASS ACTIVITY

THE CULTURAL CHASM<sup>1</sup>

| THE CONCEPT OF...                            | IN MIDDLE-CLASS TERMS STANDS FOR...                                                 | BUT TO THE LOWER CLASS IS...                                                      |
|----------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Authority (courts, police, school principal) | Security--to be taken for granted, wooed                                            | Something hated..to be avoided                                                    |
| Education                                    | The road to better things for one's children and oneself                            | An obstacle course to be surmounted until the children can go to work             |
| Joining a Church                             | A step necessary for social acceptance                                              | An emotional release                                                              |
| Ideal Goal                                   | Money, property, to be accepted by the successful                                   | "Coolness": to "make out" without attracting attention of the authorities         |
| Society                                      | The pattern one conforms to in the interests of security and being "popular"        | "The Man" -an enemy to be resisted and suspected                                  |
| Delinquency                                  | An evil originating outside the middle-class home                                   | One of life's inevitable events, to be ignored unless the police get into the act |
| The Future                                   | A rosy horizon                                                                      | Nonexistent. So live each moment fully                                            |
| "The Street"                                 | A path for the auto                                                                 | A meeting place, an escape from a crowded home                                    |
| Liquor                                       | Sociability, cocktail parties                                                       | A means to welcome oblivion                                                       |
| Violence                                     | The last resort of authorities for protecting the law-abiding                       | A tool for living and getting on                                                  |
| Sex                                          | An adventure and a binding force for the family--creating problems of birth control | One of life's few free pleasures                                                  |
| Money                                        | A resource to be cautiously spent and saved for the future                          | Something to be used now before it disappears                                     |

FIGURE 4

A COMPARISON OF MIDDLE CLASS AND LOWER CLASS  
CONCEPTS THAT CREATE A CULTURAL CHASM

<sup>1</sup>Ralph Segalman, "The Cultural Chasm" (a report read to the Rocky Mountain Social Science Association Denver, Colorado, August, 1965).

## CHAPTER VIII

### COSTS OF PROJECT

The total cost of the Project was \$215,970.00, broken down by agency as follows:

#### Iowa State Employment Service

For training allowances and salaries. . . \$ 74,917.00

#### Des Moines Public Schools

For equipment, salaries, consumable

materials and supplies . . . . . 99,312.00

#### Council of Social Agencies

##### OMAT - Project

Salaries and office supplies, rent and

utilities . . . . . 41,742.00

Total \$215,970.00

The entire amount, of course, was paid from federal funds under the Manpower Act. The Council received funds directly from OMAT, and the School and Employment Service expenditures were reimbursed from Manpower funds.

While the success or failure of a Project such as this cannot be measured in dollars alone, costs do indicate, and often determine whether such programs can be justified in the future.

One yardstick often used by the public schools is the average



cost per pupil. However, many variable factors not peculiar to the regular public schools make it difficult, if not impossible, to establish a comparative average cost per trainee. Several of these variable factors were:

1. High recruitment costs in relation to the number of subjects actually enrolled in training. Public schools do not usually recruit students.
2. High casework service costs for such a small number of trainees. Public schools usually do not provide intensive casework services.
3. Costs of the project include Employment Services not usually incorporated into public school guidance programs.
4. Fluctuating school enrollment from week to week and month to month. This made it difficult to pinpoint a permanent trainee population.
5. Varied length of courses (from 12 to 30 weeks). Some trainees who made good progress were encouraged to leave training when employment was available.
6. Costs based on the first year of operations which included a "tooling up" phase. Much of this overhead would not carry over to a second or third year.

appears :

for future



With these factors in mind, the following average costs are presented:

| <u>Based On</u>                        | <u>Average Cost per Trainee</u> |
|----------------------------------------|---------------------------------|
| 126 subjects processed and             |                                 |
| referred to training . . . . .         | \$1,714.06                      |
| 83 subjects actually entering the      |                                 |
| vocational phase of training . . . . . | \$2,602.04                      |
| 36 subjects actually completing        |                                 |
| training (full term) . . . . .         | \$5,999.19                      |

Because the ultimate goal was to train for gainful employment, the following averages are also significant.

| <u>Based On</u>                           | <u>Average Cost per Trainee</u> |
|-------------------------------------------|---------------------------------|
| 79 subjects gainfully employed            |                                 |
| by 6/30/65 . . . . .                      | \$2,733.81                      |
| 22 of the 79 subjects gainfully employed  |                                 |
| in training-related occupations . . . . . | \$9,816.86                      |

These statistics are based on information gathered up through June 30, 1965.

The cost per subject actually completing (full term) training appears to be prohibitively high if considered as the sole criterion for future projects. On the other hand, the average cost per subject

receiving some kind of gainful employment appears to justify the continuation of this type of training program.

## CHAPTER IX

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

On June 30, 1965, a one-year demonstration program known as the Des Moines Youth Retraining Project, sponsored by the Office of Manpower Automation and Training, was completed. The goals of this project were to demonstrate successful methods of recruiting, training and employment placement of 100 local school dropouts who lacked motivation, income, and basic academic preparation. The Project also set out to prove by demonstration: (1) that a multi-agency approach to the dropout problem could function effectively; (2) that casework services would be most valuable to this and future retraining programs; and (3) that the Project would prove sufficiently successful to warrant continuation under more permanent arrangements.

The purpose of this field study was to review the progress made by the Project toward its stated goals.

Extensive records were maintained on each trainee and detailed reports were prepared monthly and quarterly throughout the Project. The author, a member of the casework staff, was directly involved in the Project and assisted in preparing and maintaining many of the above records. Data from these records, as well as information obtained from the Employment Service and School files were used in the preparation of this report. The federally financed Project

was the result of widespread community interest in the problems of re-training and employment placement of school dropouts.

Through the combined efforts of the State Department of Public Instruction, the Employment Service, and the Council of Social Agencies, a project was written, submitted and approved. The services of the three agencies were written into the Project and referred to as the "multi-agency" approach. The Council's caseworkers were to recruit trainees and care for their social needs, the School to provide retraining and the Employment Service for job development and placement. Operations began on July 1, 1964.

## I. SUMMARY

### Casework Services

Recruitment. Recruitment efforts of the caseworkers were successful in reaching 262 youths who had been identified as school dropouts. Of this number, 133 met eligibility requirements and were referred to the Employment Service for further processing. The Employment Service signed up 126 of these and referred them to the School for retraining.

Casework in behalf of trainees. Caseworkers provided a range of services from medical and dental care to personal, family

and financial counseling. They were often called upon to intervene when the trainee's behavior resulted in arrest, threatened prosecution or expulsion from School. During the twelve months' Project, 5,116 casework contacts were made by the three caseworkers with, or on behalf of, the trainees. For many, the caseworker became the first meaningful adult contact the trainee had ever had.

Though the caseworkers had frequent contact with all public and private welfare organizations, they were unable to mobilize broadly-based community support for the Project as originally planned and hoped for. As a result, it was often necessary to improvise and innovate in dealing with many and complex problems of the trainees and their families.

### Training

Training, which began September 8, 1964, was divided into two phases--an orientation period of twelve weeks and specific training in six vocational fields ranging from twelve to thirty weeks. In addition to vocational training, remedial reading, functional mathematics and personal hygiene, classes were held to upgrade the trainees' employment potential.

The facilities of Des Moines Technical High School were used for training. Classes were held evenings from four to ten P.M., Monday through Friday.

Because of a high dropout rate from the Project, there were never more than 99 subjects in training at one time. While 83 trainees completed the orientation period, only 36 completed (full term) vocational training. Behavior, inappropriate in a regular high school setting, presented many problems for School officials to deal with. It was also difficult for them to accommodate additional classes in already crowded auto and appliance repair shops of the institution. Curriculum flaws were identified early in the Project, but could not be remedied at the local level because of requirements imposed by Federal financing.

#### Placement Services

The Employment Service performed three primary functions in the Project: administering training allowances, aptitude testing and counseling, and employment placement of trainees.

Employment Service finance personnel handled training allowances. Employment Counselors assigned to the Project part time, assisted School Counselors in administering the General Aptitude Test Battery and interpreting test scores, and Placement personnel handled job development and placement of trainees.

Difficulties in developing jobs were demonstrated by the fact that, of the 79 trainees gainfully employed upon completion of the Project, only 22 of these were in training-related occupations. In fact,

the overall placement record of the Employment Service was not good. Of the 79 employed trainees, placement sources were known in 52 cases. Of these, 23 trainees found their own jobs, 18 were placed by the Employment Service, seven by caseworkers and four by the School.

Considering that the Employment Service approves a 76 per cent placement rate as an acceptable effort, they fell considerably below their own standard in placing youths from the Retraining Project.

#### Characteristics of Trainees

Of the 133 eligible youths recruited, 51 had left school before completing the ninth grade; 36 did not complete the tenth grade, 19 the eleventh grade, and one did not finish twelfth grade. Twenty-six had less than a ninth-grade education.

Some 84 youths gave lack of interest in school, truancy, behavior problems and poor school achievement as reasons for dropping out of school. Family problems and the need or desire to work were given as the reasons for leaving school by 36. Miscellaneous reasons accounted for the remaining 13 dropouts.

Although no formal reading skill test was given, the GATB (General Aptitude Test Battery) administered by the Employment and School Counselors indicated that none of the trainees read at their attained grade level. Many were functionally illiterate.

Eighty of the trainees came from low income families known to welfare agencies; 62 came from broken homes, and 57 had delinquent backgrounds.

### The Multi-Agency Approach

Theoretically, the Project was designed to bring together the professional services of each agency and coordinate them at the administrative level through the Director of the OMAT Project, Council of Social Agencies. However, on the operational level, difficulties were experienced almost from the beginning of the Project.

While the three agencies were able to agree that wide cultural differences separated the Project trainees from the mainstream of middle class society, inter-disciplinary differences arose over how to overcome culturally imposed problems.

Each agency had brought into the program long established conventional routines that were jealously guarded and defended. Communication between agencies broke down and a lack of coordination resulted. Without inter-agency communication, each agency tended to deal with trainee problems in its own way, independent of the others.

### Costs of Project

The total cost of the Project, entirely financed by Federal funds,



was \$215,970.00. While the success or failure of a demonstration project such as this cannot be measured in dollars alone, costs do indicate whether such programs can be justified in the future.

Based on the 126 trainees processed and referred to training, the average cost per pupil was \$1,714.06. Based on the 36 subjects completing full term training, the average cost per trainee was \$5,999.19. When considering that only 22 subjects were placed in training-related occupations, the average cost per trainee climbs to \$9,816.86.

It would therefore appear that the cost per subject actually completing full term training and placed in a training-related occupation would be prohibitively high, especially if local school districts were required to underwrite the costs.

## II. CONCLUSIONS

Based on the information and data contained in this field report, an analysis of the goals of the Project would indicate that:

1. The Project did demonstrate successful methods of recruitment as evidenced by the fact that 133 school dropouts lacking motivation, income and basic academic preparation, were screened and selected by Caseworkers.
2. The Project did not demonstrate entirely successful methods

of training (or retraining) school dropouts. In spite of a commendable effort by School officials, only 36 youths completed full term vocational training.

3. The Project did not demonstrate successful methods of employment placement of trainees, as evidenced by the fact that only 22 youths were placed in training-related jobs.
4. The Project did not demonstrate that a multi-agency approach could function efficiently and effectively in carrying out the purposes of the Project. Because of inter-agency disagreement over the role each should play in dealing with the problems of the trainees, the multi-agency approach, for all practical and useful purposes, failed.
5. The Project did demonstrate that Casework services contributed greatly to the social stability of the trainee, and therefore should be provided in future retraining projects dealing with disadvantaged youths.
6. The Project did not demonstrate, by its success, that the program should be continued on a more permanent basis. It is acknowledged that there is a need for programs to deal with the problems of school dropouts; however,

other considerations would have to be taken into account to warrant future programs, in view of the performance record of this Project.

In summation, ample evidence is presented in this report to justify the conclusion that the Des Moines Youth Retraining Project was at best, only a partial success.

### III. RECOMMENDATIONS

Based on the above conclusions, the following recommendations are proposed, with the thought that they may be valuable in future retraining projects incorporating the multi-agency approach.

To make training more effective:

1. Classes should not be held in a regular high school setting. The training facility should be designed to coincide as closely as possible to occupational environment. Work, not school behavior standards, should be applied.
2. Local school officials need maximum flexibility to design and adapt courses to fit the needs of the youths in the program. When course weaknesses are identified, changes should be made immediately.

To improve placement services:

1. The Employment Service should assign full time Counselors to the project and office them at the training site. Trainees need on-going counseling services during training.
2. Greater emphasis needs to be placed on job development in training-related fields by placement personnel.

For more effective Casework services:

1. Continued effort needs to be made to mobilize all community resources available to meet the trainees' needs.
2. Caseworkers should be assigned offices at the training facility, to be more accessible to the trainees, and to bring them into closer contact with School and Employment Service personnel.

To effectuate a multi-agency approach:

1. The role of each agency must be clearly defined and agreed upon by all, prior to commencing operations. Each agency should objectively appraise its field of professional competence and be willing to limit its activities to these areas.
2. The project should have a single director empowered to define certain functions where agreement cannot be reached otherwise.

3. The three agencies should be quartered in the training facility where close day-to-day relationships can bring about a better appreciation of the others' field.

While many failures were evident in the Des Moines Youth Retraining Project, they do in themselves, provide the guidelines for future research and other programs dealing with the training and placement problems of school dropouts.

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- Segalman, R. "The Cultural Chasm". Report read to the Rocky Mountain Social Science Association, Denver, Colorado, August, 1965.

## OTHER SOURCES

- Casework Records. Individual casework records maintained on each trainee including detailed information on family, background, health, education and progress in Youth Retraining Project.
- Project records and files. All records and files of the Youth Retraining Project including reports submitted to the Office of Manpower Automation and Training, Washington, D. C.

## APPENDIX



## APPENDIX A.

## SOCIAL HISTORY INFORMATION BLANK

O.M.A.T. 36-64

## A. PERSONAL DATA

1. Name \_\_\_\_\_ 2. Birthdate \_\_\_\_\_  
First Middle Initial Last

3. Address \_\_\_\_\_  
Street City County State

4. Telephone \_\_\_\_\_ 5. Social Security Number \_\_\_\_\_

6. Marital Status: Single \_\_\_\_\_ Married \_\_\_\_\_ Separated \_\_\_\_\_  
Divorced \_\_\_\_\_ Widowed \_\_\_\_\_

7. Name of spouse \_\_\_\_\_ 8. Birthplace of spouse \_\_\_\_\_

9. Family head - Head of Household \_\_\_\_\_

10. Number of dependents \_\_\_\_\_

11. Names and ages of children

|          |           |           |
|----------|-----------|-----------|
| 1. _____ | Sex _____ | Age _____ |
| 2. _____ | Sex _____ | Age _____ |
| 3. _____ | Sex _____ | Age _____ |
| 4. _____ | Sex _____ | Age _____ |
| 5. _____ | Sex _____ | Age _____ |

12. Handicap

a. Name of disability \_\_\_\_\_

b. Date of incurrence \_\_\_\_\_ c. Cause (if pertinent) \_\_\_\_\_

d. Date of last physical \_\_\_\_\_

e. Family physician\_\_\_\_\_

f. Family dentist\_\_\_\_\_

13. Primary Wage Earner: Yes\_\_\_\_ No\_\_\_\_

14. Contact with Authorities (including Juvenile Court) No\_\_\_\_ Yes\_\_\_\_

a. Charge(s)\_\_\_\_\_ Date\_\_\_\_\_

b. \_\_\_\_\_ Date\_\_\_\_\_

b. Court Disposition\_\_\_\_\_

c. Presently on Probation\_\_\_\_ Parole\_\_\_\_

d. Probation or Parole Officer\_\_\_\_\_

15. Citizenship: Yes\_\_\_\_ No\_\_\_\_

16. Military Service:

a. Branch\_\_\_\_\_ b. Length of Service \_\_\_\_\_ to\_\_\_\_\_

c. Type of Discharge\_\_\_\_\_ d. Training and/or work experience

in service\_\_\_\_\_

17. Draft status\_\_\_\_\_

18. Drivers License: Valid\_\_\_\_ No Violations\_\_\_\_

19. Own automobile Yes\_\_\_\_ No\_\_\_\_

## B. EDUCATIONAL DATA

1. Last School Attended\_\_\_\_\_

Name

Address

a. Highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12  
Graduated: Yes\_\_\_\_ No\_\_\_\_

b. Date last attended above school\_\_\_\_\_

## 2. Vocational Training:

a. Type and Length \_\_\_\_\_

b. Where and When Received \_\_\_\_\_

## 3. Reason for Leaving School

a. From Applicant \_\_\_\_\_

b. From School Information Source \_\_\_\_\_

4. If pertinent, could applicant compete in regular educational curriculum? Yes \_\_\_\_\_ No \_\_\_\_\_ Reason, if any \_\_\_\_\_

## 5. Educational Test Information

| Test | Type | Date | Level of Performance &<br>Interpretation |
|------|------|------|------------------------------------------|
|      |      |      |                                          |
|      |      |      |                                          |
|      |      |      |                                          |

6. Grades Repeated \_\_\_\_\_

7. Truancy Problem (If pertinent) \_\_\_\_\_

8. School Activities \_\_\_\_\_

C. EMPLOYMENT DATA      Unemployed \_\_\_\_\_ Underemployed \_\_\_\_\_

1. Primary Occupation \_\_\_\_\_

2. Years of Gainful Employment \_\_\_\_\_

a. Most Recent Job - Job Title \_\_\_\_\_

(1) Firm name and address \_\_\_\_\_

(2) Salary (Avg. hourly), Length of job, and reason for leaving  
\_\_\_\_\_

3. Weeks of Unemployment Since Last Job \_\_\_\_\_

4. Unemployment Insurance Claimant: No \_\_\_\_\_ Yes \_\_\_\_\_

5. Public Assistance Recipient: No \_\_\_\_\_ Yes \_\_\_\_\_

D. FAMILY BACKGROUND DATA (Complete only if applicant is under 21)

1. Parental Marital Status

a. Married \_\_\_\_\_ Living Together \_\_\_\_\_

b. Legally Separated \_\_\_\_\_

c. Divorced \_\_\_\_\_

d. Remarried \_\_\_\_\_ Father \_\_\_\_\_ Mother \_\_\_\_\_ Both \_\_\_\_\_

2. Applicant Lives: By self or with own family \_\_\_\_\_  
With both parents \_\_\_\_\_ With one parent \_\_\_\_\_ Other \_\_\_\_\_

3. Father's name \_\_\_\_\_  
First Middle Initial Last

a. Address \_\_\_\_\_

b. Primary occupation \_\_\_\_\_

c. Date last regularly employed \_\_\_\_\_

(1) Firm name \_\_\_\_\_

(2) Job title and salary \_\_\_\_\_

(3) Length of job and reason for leaving \_\_\_\_\_

d. Educational level: 1 2 3 4 5 6 7 8 9 10 11 12 \_\_\_\_Years

4. Mother's name \_\_\_\_\_

a. Address \_\_\_\_\_

b. Primary occupation \_\_\_\_\_

c. Most recent work experience, if any \_\_\_\_\_

d. Educational level: 1 2 3 4 5 6 7 8 9 10 11 12 \_\_\_\_Years

## 5. Siblings

| Name     | Age | Sex | Educational Level | Job Title |
|----------|-----|-----|-------------------|-----------|
| a. _____ |     |     |                   |           |
| b. _____ |     |     |                   |           |
| c. _____ |     |     |                   |           |
| d. _____ |     |     |                   |           |
| e. _____ |     |     |                   |           |

6. Socio-economic Level of Parents: Under \$1200 \_\_\_\_\_ \$1201-3000 \_\_\_\_\_  
 \$3001-5000 \_\_\_\_\_ \$5001-7000 \_\_\_\_\_ \$7001-9999 \_\_\_\_\_ Over \$10,000 \_\_\_\_\_

## DENTAL STATISTICS

More than 500 hours of dental service were given. Reports of 7 trainees who received service are still out; some reports omitted specification of services. Reports received 41 on 41 boys reveal the following services:

|                                              |     |
|----------------------------------------------|-----|
| <u>TOTAL EXTRACTIONS, FILLINGS, DENTURES</u> | 325 |
|----------------------------------------------|-----|

|                        |    |
|------------------------|----|
| <u>Teeth Extracted</u> | 34 |
|------------------------|----|

|                     |     |
|---------------------|-----|
| <u>Restorations</u> | 276 |
|---------------------|-----|

|          |     |
|----------|-----|
| Non-gold | 266 |
| Gold     | 10  |

|                 |    |
|-----------------|----|
| <u>Dentures</u> | 15 |
|-----------------|----|

|                           |    |
|---------------------------|----|
| <u>TOTAL EXAMINATIONS</u> | 64 |
|---------------------------|----|

|                        |    |
|------------------------|----|
| Full Mouth Survey      | 24 |
| X-rays and Radiography | 31 |
| Model Study            | 3  |
| Diagnosis              | 3  |
| Consultation           | 3  |

|                              |    |
|------------------------------|----|
| <u>TOTAL OTHER TREATMENT</u> | 58 |
|------------------------------|----|

|                         |    |
|-------------------------|----|
| Prophylaxis             | 23 |
| Scaling                 | 9  |
| Esthetic Grinding       | 1  |
| Root Care               | 1  |
| Curretage               | 1  |
| Polish                  | 5  |
| Gum treatment           | 1  |
| Peridontal treatment    | 6  |
| Pyorrhea treatment      | 1  |
| Tooth brush instruction | 5  |
| Tooth brush             | 2  |
| Toothpaste              | 1  |
| Tablets                 | 1  |
| Prescription            | 1  |

COSTS OF DENTAL SERVICES

As of June 30, 1965 the total cost of all dental service was \$659.91. This figure is not a true reflection of the total value of such services as the participating dentists donated their professional services, x-rays and much of the cost of materials used for fillings.

## APPENDIX C

## PHYSICAL PROFILE AND MEDICAL FINDINGS

The Des Moines-Polk County Health Department compiled data available on 34 trainees.

Dr. James F. Speers, Director, reported the average measurable items were typical of a group of this age:

| <u>Measurement</u> | <u>Average</u> |
|--------------------|----------------|
| Age                | 19.7           |
| Height             | 5'8.8"         |
| Weight             | 156.7 lbs.     |
| Pulse rate         | 75             |
| Blood pressure     | 119.9/73.7     |
| Hemoglobin         | 14.2 gm.       |

The most frequent defects found were poor vision, 15; and obesity, 7. Three of the trainees had a tendency toward high blood pressure, which is a rather serious prognostic sign in this age group.

Most of the other defects were of a minor nature.

| <u>Defect</u>      | <u>Treatment Needed</u> | <u>No Treatments Needed</u> |
|--------------------|-------------------------|-----------------------------|
| TOTAL 23           | 9                       | 14                          |
| Ears - Hearing     | 1                       | 1                           |
| Skin               | 4                       | 4 (mostly tattoos)          |
| Tonsils            | 1                       | 0                           |
| Heart              | 1                       | 0                           |
| Abdomen            | 0                       | 2 (operative scars noted)   |
| Rectum             | 1                       | 0                           |
| Joints             | 0                       | 1                           |
| Extremities        | 0                       | 2                           |
| Reflexes           | 0                       | 1                           |
| Hernia             | 0                       | 2 (scars)                   |
| Mental retardation | 0                       | 1                           |
| Rapid pulse        | 1                       | 0                           |



COSTS OF MEDICAL SERVICES

Expenditures were incomplete at end of Project as some medical reports were still outstanding. Expenditures as of June 30, 1965 totalled \$626.40 and included physical examinations; eye examinations; glasses; comprehensive hearing tests; 1 special chest x-ray. Oral Polio Fund gift for physical examinations and care was \$5,625. This left balance of \$4,998.60 in Council of Social Agencies account. It is to be hoped that this fund can be used to implement further trainee health plans.